



MAINE EDUCATIONAL ASSESSMENT (MEA) OPERATIONAL PROCEDURES FOR GRADES 3 - 8

MARCH 2007 ADMINISTRATION

This document is intended for use in conjunction with “*2006-07 Policies and Procedures for Accommodations and Alternate Assessment to the MEA*,” and both the “MEA Principal/Test Coordinator’s Manual” and the “MEA Test Administrator’s Manual.” These documents will be available on the Maine Department of Education (MDOE) web page at <http://www.maine.gov/education/mea/admininfo.htm>.

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1.0 ENROLLMENT

Schools are responsible for regularly updating individual student enrollment information in the Maine Educational Data Management System (MEDMS) to ensure that MEA and Adequate Yearly Progress (AYP) reports reflect accurate information. Schools should verify their list of enrolled students and subgroup designations (e.g., LEP, SPED, etc.) in MEDMS prior to the MEA testing window. To verify enrollment data, schools should select “Download Data” from the MEDMS application menu and “Student Enrollments” from the action menu. MEDMS information as of March 26, 2007 will be the data of record for all 2007 MEA assessment reports and AYP accountability determinations.

1.1 Participation of Enrolled Students

Each student enrolled in a school covered by Chapter 127 shall participate in the Maine Educational Assessment (MEA) in grades 3, 4, 5, 6, 7 and 8. This includes students designated as state wards, state agency clients, or homeless. Participation can be through standard administration of the MEA, through administration with accommodations, or through alternate assessment (PAAP).

AYP Implications: A student continuously enrolled in a Maine public school from 10/1 through the testing window of the school year in which testing occurs is considered to be enrolled for a full academic year. The test data for this student is counted for **participation** and for **performance** for AYP purposes.

A student not enrolled continuously from 10/1 through the testing window of the school year in which testing occurs does not meet the Full Academic Year (FAY) definition. The test data for this student is counted for participation, but not for performance.

1.2 Students Attending an In-State Private Special Purpose School (approved by MDOE) or Public Regional Program

Students from a public school who are tuitioned by a district to an MDOE-approved in-state private special purpose school or public school regional program will participate in the MEA through the appropriate avenue in the school or program they are attending. The student’s results on the MEA or PAAP will be included with the results for the sending district.

AYP Implications: The student’s scores are counted as part of the district AYP **participation** rate. If the student meets the requirement for Full Academic Year, the student’s scores also count for **performance** in the sending district.

1.3 Students in Out-of-State Schools/Programs

Students who are enrolled in a Maine public school, but receive their educational program outside the state of Maine during the testing window, will not participate in the assessment. These students should be exited from the Maine school and enrolled in “Non-Maine SAU” for the period they are gone. They should be reenrolled in the Maine school when they return. These students should also be documented on the Enrollment Update Report.

AYP Implications: These students will not be counted as part of AYP data.

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1.4 Students who Move

Students who move must be exited from the enrollment of the former school and enrolled in MEDMS by the new school immediately. It is each school's responsibility to keep an Enrollment Update Report of students who move in or out of the school during testing.

AYP Implications: See sections 2.10 and 2.11 below.

1.5 Students who are Suspended

Suspended students are considered to be part of a school's official enrollment.

AYP Implications: Students' scores count for AYP **participation** and **performance** provided the student met Full Academic Year requirements for performance.

1.6 Students who are Expelled

Expelled students are no longer considered to be part of a school's official enrollment. These students must be exited from MEDMS.

AYP Implications: No impact.

1.7 Students Committed to the Youth Development Centers

Students who have been adjudicated and are committed to a Youth Development Center are enrolled in the educational program provided at that site. These students must be exited from the enrollment of the former school and enrolled in the MEDMS by the new school immediately.

AYP Implications: Students are enrolled at the Center and are not included in AYP data.

1.8 Students Detained at the Youth Development Centers

Students detained by law enforcement during the MEA testing window are enrolled at the public school they normally attend. They will be considered for Special Considerations (Refer to section 2.12 below).

1.9 Students Requiring Special Considerations (Refer to Section 2.12)

Students approved for special considerations by MDOE are not considered to be part of the school's official enrollment for purposes of MEA testing and Adequate Yearly Progress.

NOTE: It is the school's responsibility to keep documentation on these students.

AYP Implications: No impact. Students approved by MDOE for special consideration are not included in AYP data.

1.10 Home Schooled Students

Home schooled students, including those enrolled in MEDMS, **are not** considered to be part of the school's official enrollment for purposes of MEA testing and Adequate Yearly Progress.

AYP Implications: No impact. Home schooled students are not included in AYP data.

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2.0 PARTICIPATION

Schools should ensure that all MEDMS information is accurate for all students. They may want to maintain a separate list of students enrolled and their subgroup designations (e.g., LEP, SPED, etc.) during the MEA administration to assist in their future review of MEA data and to ensure accurate AYP reporting.

2.1 Student Participation

Each student enrolled in a school covered by Chapter 127 shall participate in the MEA in grades 3, 4, 5, 6, 7, and 8. Participation can be through standard administration of the MEA, through administration with accommodations, or through alternate assessment (PAAP). Each student takes the MEA the first year s/he is in grades 3, 4, 5, 6, 7, and 8. Every student takes the MEA only once for each grade level.

2.2 Retention

A student who has been retained and previously taken the assessment at the grade level being tested **will not** participate again at that grade level. There is no second opportunity to take the test, even on a voluntary basis. If a student does take the test a second time in error, no score information will be sent to schools. A student's retention status is derived from MEDMS.

AYP Implications: The retained student will **not** be counted for **participation** or **performance** in the current year.

2.3 Students in Ungraded, Multi-age Programs

Students in ungraded, multi-age programs will participate at the MEDMS grade levels assigned to the students by the school.

AYP Implications: Students' scores count for AYP **participation** and **performance** in the year they are tested for that grade level provided the student met Full Academic Year requirements for performance.

2.4 Students Not Present During Testing

All students enrolled in grades 3-8 in a Maine public school must take part in the MEA (section 2.1). Students not present will be considered to be non-participants, except for those students described in sections 1.3 (students enrolled in an out of state school/program) and 2.12 (students with special considerations approved by MDOE).

AYP Implications: Students not present during any content area test count as **non-participants** for AYP, except for students described above.

2.5 Suspended Students

Suspended students are expected to participate in the MEA through a combination of regularly scheduled administration and makeup sessions.

AYP Implications: Students' scores count for AYP **participation** and **performance** provided the student met Full Academic Year requirements for performance.

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2.6 Students Detained by Law Enforcement

Students detained by law enforcement during the MEA testing window will be considered for Special Considerations (Refer to section 2.12 below).

2.7 Recently Arrived Limited English Proficient (LEP) Students

A recently arrived LEP student is an LEP student who has attended schools in the United States for 12 months or less. The date used to make this determination is school attendance on or after February 1, 2006. All LEP students in Maine, including recently arrived LEP students, must be assessed for English proficiency by participating in the WIDA ACCESS for ELLs®.

AYP Implications: Participation in this assessment counts as **participation** in reading.

During the first 12 months in a United States' school, LEP students are required to participate in the mathematics content area test of the MEA through standard administration or through administration with accommodations.

AYP Implications: Student scores in the mathematics content area test will count for **participation**, not performance.

During the first 12 months in a United States' school, LEP students, may, but are not required to, participate in the writing, reading, and/or science content area tests.

AYP Implications: If the MEA reading content area test is taken voluntarily, student scores in reading will not count for AYP performance. Only ACCESS participation will count for participation in reading for AYP purposes.

NOTE: Limited English Proficient Students who have been enrolled in a U.S. school longer than 12 months are required to take part in all content area tests of the MEA. Refer to "Policies and Procedures for Accommodations and Alternate Assessment to the MEA" for allowable accommodations.

2.8 Students Attending an In-State Private Special Purpose School (approved by MDOE) or Public Regional Program

Students who are publicly tuitioned by a district to an MDOE-approved in-state private special purpose school or public school regional program will participate in the MEA through the appropriate avenue in the school or program they are attending. The student's results on the MEA or PAAP will be included with the results for the sending district.

AYP Implications: The student's scores are counted as part of the sending district AYP **participation** rate. If the student meets the requirement for Full Academic Year, the student's scores also count for **performance** in the sending district.

2.9 Students Attending Private Non-Special Education Schools

Students who are publicly tuitioned to private non-special education schools are expected to participate in the MEA. There is no statute that applies to privately funded students; therefore there is no basis to require or allow them to take the MEA.

AYP Implications: No impact

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**2.10 Students Who Move During the Three-Week MEA Testing Window
(Non-PAAP Participants)**

It is the school's responsibility to immediately update MEDMS and keep an Enrollment Update Report of students who move in or out of the school during testing. A student's score is based on the items s/he has answered/submitted and may reflect an inaccurate score if the student moved during a content area test. It will be necessary for the school to appeal the participation and/or performance finding during the data correction phase of the AYP process. Scores will be reported to the school where the student is enrolled as of March 26, 2007.

2.10.1 From an In-State Public School

A student who moves from one Maine public school to another during the testing window must take any content area tests of the MEA administered in the receiving school on and after the date of enrollment.

AYP Implications for an out-of-district move: The student's scores on any content area test administered while the student is enrolled in the receiving school will count for **participation only** at the school and district levels since full academic year requirements were not met.

AYP Implications for an in-district move: The student's scores on any content area test administered while the student is enrolled in the receiving school will count for **participation only** at the school level since full academic year requirements were not met. Student scores will count for both **participation** and **performance** at the district level.

2.10.2 From an Out-of-State or Private School

A student who enrolls in a public school in Maine during the testing window from an out-of-state or private school must take any content area tests of the MEA administered in the receiving school on and after the date of enrollment.

AYP implications: The student's scores will count for **participation**, but not for **performance** since Full Academic Year requirements were not met.

2.11 Students Who Move (PAAP Participants)

Maine's alternate assessment is the Personalized Alternate Assessment Portfolio (PAAP). While it serves as the avenue of participation in the MEA for some students, the formats of the two differ significantly. Because the PAAP is a portfolio put together over the course of a school year, the operational procedures for the MEA and the PAAP must also differ.

2.11.1 From an In-State Public School (PAAP)

When a student who is participating in alternate assessment through the PAAP in one public school within Maine moves to another Maine public school prior to March 5, 2007, the work completed for the PAAP should be sent to the receiving school. For students who move on or after March 5, 2007, the sending school shall submit the work done for the PAAP for that student on April 6, 2007.

AYP Implications for moves prior to March 5th: The student's scores will count at the receiving school for **participation** only.

AYP Implications for moves on or after March 5th: The student's scores will count at the sending school for **participation** only. There is no impact for the receiving school.

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AYP Implications for an in-district move: Student scores will count for both **participation** and **performance** at the district level.

2.11.2 From an Out-of-State School (PAAP)

A student needing a PAAP who moves into a Maine public school on or after February 13, 2007 from an out-of-state school will not be required to participate in the PAAP.

AYP Implications: No impact.

2.12 Student Conditions Requiring Special Considerations:

A special consideration may be available when a student's long-term or emergency condition, physical or mental, prevents the student's participation in the MEA even with accommodations or through PAAP. (*Notes: (1.) Special consideration based on a student's physical or mental condition may be available for students suffering from terminal illnesses or injuries or receiving extraordinary medical treatment for either a physical or psychiatric condition. (2.) Emergencies are unforeseen events or situations which may include, but are not limited to, death in a student's immediate family, childbirth, accidents, injuries, detention at Youth Development Centers, and hospitalizations.*) The Maine Department of Education should be contacted for instructions regarding procedures for application, required documentation, and MDOE approval. All applications must be received prior to March 26, 2007.

AYP Implications: No impact. Data regarding students approved by MDOE for special considerations will be removed from enrollment data for purposes of MEA and AYP reporting.

2.13 Home-Schooled Students

Home-schooled students may take the test on an optional basis at the local school, if the local school agrees. Scores of home-schooled students are returned to the local school but are not included in the scores for the school.

AYP Implications: No impact - student scores are not included in AYP data.

2.14 Parent/Student Refusals

Federal and Maine laws require that all students will be tested.

AYP Implications: If a student does not take the MEA, the student will be counted as **not participating**. It is the school's responsibility to document efforts to inform parents in these cases.

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3.0 ADMINISTRATION

3.1 Students with Behavioral Issues

Students who must be removed from testing for inappropriate behavior may be allowed to resume testing at the discretion of the principal after appropriate intervention. In the case of cheating, testing should be stopped and the Maine Department of Education should be contacted for further instructions.

AYP Implications: Students are counted for **participation** and **performance**.

Performance scores will be based on the work completed or allowed.

3.2 Blank/Non-Scorable Student Responses

If there is a blank student response booklet or there are no scorable items (e.g., contains expletives, unrelated drawings, but not answers), the student will not receive a score.

AYP Implications: The student is counted as a non-participant.

3.3 Incomplete Student Responses

If testing is incomplete, the student gets a score based on the items he or she has answered/submitted.

AYP Implications: The student's score is counted for both **participation** and **performance**.

3.4 Extensions to MEA Testing Window

Requests for an extension to the MEA testing window due to unforeseen circumstances will be resolved on an individual basis by the Maine Department of Education.

3.5 Out-of-Level Assessments

Students at one grade level may not be assessed with material developed for a different grade level.

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GLOSSARY

Adequate Yearly Progress (AYP) - Adequate yearly progress is a federal measure of school performance required by the *No Child Left Behind* Act. A school makes adequate yearly progress if the students in the tested grade(s) and all required subgroups meet the participation targets of 95%, meet or exceed the performance targets established for mathematics and reading in the grade(s), and meet attendance goals (K-8) .

Chapter 127 – “Instructional Program, Assessment, and Diploma Requirements”- a Maine Department of Education rule.

District (for AYP purposes) – A “district” may be a school administrative district, municipal district, or community school district for the purposes of this document. Unions are not considered to be districts.

Full Academic Year (FAY) - A student is counted for AYP performance in a school if the student has been present for a full academic year. In Maine a full academic year is defined as being continuously enrolled in a school from a date on or before October 1 in the academic year of testing through the date of testing.

Limited English Proficient (LEP) – This designation refers to a subset of language minority students whose proficiency in *any* of the language modalities (reading, writing, listening or speaking) is significantly below that of their peers. “Limited English Proficient” is a label based on a student’s English language proficiency as measured by WIDA ACCESS for ELLs®.

Participation (for AYP purposes) - A student is determined to have participated in a content area test of the MEA if that student has submitted scorable work for that content test. The participation rate in a content area test is the ratio of the number of students who participate in the test to the number of students enrolled in the test population for the whole group and by subgroup. To make AYP at least 95% of students in each reportable group must participate.

Performance (for AYP purposes) - The student’s score is determined by that student’s performance on the MEA. For purposes of AYP, a school is rated on the percentage of students who are proficient (scoring in the “meets” or “exceeds” range on the MEA). The number of proficient students compared to the number of students participating is used to compute the percentage proficient. The percentage proficient is compared to the established target to determine if a group has made AYP for performance.

Personalized Alternate Assessment Portfolio (PAAP) – Federal and state laws require that all students be included in the Maine Educational Assessment. To that end, three avenues of participation are provided (Standard Administration, Administration with Accommodations, or Alternate Assessment). Maine’s Alternate Assessment is the PAAP. The PAAP was designed for students needing a modified measure of performance in a content area because their exceptionality is so significant that it does not allow access to the standard assessment even with a combination of accommodations.

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GLOSSARY (Cont'd.)

Pupil Evaluation Team (PET) – A team of individuals, including parents, responsible for determining a student's eligibility for special education and supportive services, including the student's avenue of participation in the MEA. (Chapter 101, sec. 8)

Recently Arrived LEP Student - A recently arrived LEP student is an LEP student who has attended schools in the United States for 12 months or less. The date used to make this determination is school attendance on or after February 1, 2006.

Receiving School - For the purposes of this document, a receiving school is the school to which a student moves.

Sending District – For the purposes of this document, a sending district is one that has fiscal responsibility and pays tuition for students to attend schools in another district.

Sending School – For the purposes of this document, a sending school is the school from which a student moves.

Testing Window – The testing window for the administration of the MEA, which should include all make-up testing, begins on the first day of testing March 5, 2007 and ends on March 23, 2007.